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ABSTRACT

One hundred and forty-six school systems that had reported student participation in administration were sent followup requests for details. This circular, based on data provided by the 74 responding systems, begins with a summary of the data in the student organization tables. The areas of student participation in decisionmaking are (1) advisory committees to superintendents and boards of education, (2) advisory committees to principals, (3) representation on districtwide curriculum committees, (4) participation in curriculum planning in individual schools, and (5) representation on ad hoc advisory committees. The tables identify the school system, and describe the organizational structure and the responsibilities of each student committee. Samples of school board policies, an index to contributing schools, and resolutions on student involvement by educational organizations are included. (MLF)

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FRAMEWORK FOR STUDENT INVOLVEMENT

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FRAMEWORK FOR STUDENT INVOLVEMENT

There is, of course, no panacea for student discontent. The targets of student protests in the public schools throughout the country have been too many and too diverse to be dissolved by any overall prescription. Most encouraging, however, are the reports coming in from schools which, especially in the past year, have taken steps to give students an active part in evaluating, updating, and strengthening school programs and policies. Students in these schools do not have to take dramatic action to force administrators and boards to listen to them and seriously consider their complaints and suggestions. Administrators and boardsmen are seeking their opinions and help.

The areas of the school program in which students can be actively involved in decision making are many, and the methods for involving them range from open dialogue to equal voting rights in policy-making bodies. In a few cases, the degree of pupil involvement is limited only by the reservation of certain powers and responsibilities to the board of education.

In the belief that examples of real student involvement in policy making were probably more numerous than those reported in current literature (see bibliography on page 30), the Educational Research Service included in a questionnaire on selected school practices an inquiry regarding student participation in administration, other than the traditional student council. Follow-up requests for details were sent to the 146 systems which reported such activities. Information was received from the central office or from individual schools in 74 of the 146 systems. The remainder of this Circular is based on the materials sent by these respondents.

It will be noted that, with few exceptions, the various methods reported for involving students in administration and curriculum planning were first tried during the 1969-70 school year. The time of day when activities of this nature are scheduled is also significant in that most are before or after school or during periods in the school day when all students are free. Such scheduling allows the greatest number of students the opportunity to participate in or at least observe meetings of advisory groups.

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Student Representatives to the District Board of Education

Five districts reported that the board of education has agreed to permit students to serve as nonvoting members of the board. In Richland, Washington, a student from the district's high school was elected by the student body to serve as a liaison member of the board, representing the high school students at board meetings. She attends all regular board meetings and is given a place at the board table. From time to time she presents items of concern from the high school to the board and carries items from the board meeting back to the students.

In the ABC Unified School District, Artesia, California, one student is selected from each of two district high schools to serve as ex officio members of the board of education. The method of selection is determined by the student council at the two schools, but all such appointments require the final approval of the board. The student representatives provide advice in the areas of direct pupil concern which require the board's deliberation. The board decides the extent of pupil participation but the students are excluded from participation in personnel items, most business items, and all executive sessions. The students are not liable for actions taken by the board. They must study board materials, be prepared to discuss items of pupil interest and concern, and report back to their own and other student cabinets.

One member of the Student Board of Education in Santa Barbara, California, which is described on page 9, sits with the board of education as an advisory member. The San Juan Unified School District, California, and the Monticello, New York, school district have also selected student representatives to the school board.

Student Advisory Groups to the School Administration

A number of the responding school systems have set up structured committees, frequently composed only of students but sometimes including teachers and administrators, which are constituted to investigate any problem of student concern and to make recommendations to the administration and board or to the principals of individual high schools. Described in this section are a variety of groups of this general type. Groups which have been established to concentrate on a particular area or problem are discussed in the section beginning on page 4.

Districtwide student advisory committees. Of the 15 systems which reported systemwide advisory committees to the superintendent/board, 11 have groups composed entirely of student representatives. In the other four systems the committees include one or more of the following groups: board members, central office administrators, principals, teachers, parents and other citizens, and noncertificated personnel.

Table A, beginning on page 9, summarizes the structure and activities of each of these 15 committees which have been formally constituted to discuss district policies which affect students directly and to recommend solutions to problems and disagreements with these policies.

Regularly-scheduled discussions with the superintendent. Six of the responding school systems reported that the superintendent favors regular, informal dialogue with students concerning their problems and suggestions for policy improvement. In Huntsville, Alabama, the superintendent invites senior high school student leaders to dinner to discuss school board policies, especially grooming and discipline. The practice was initiated by the students, who invited the superintendent to the first dinner meeting. In Tulsa, Oklahoma, the superintendent holds monthly luncheon meetings in the district's administration center with changing groups of students from the district's nine high schools. Student problems and attitudes are discussed, and students are free to make suggestions regarding the same. Student-Administration Communication Dinners are held each month in a Lansing,

Michigan, restaurant. Students are selected by high school principals each month to represent all facets of the district's high school population. The informal dinner discussion with the central office administrative staff is followed by a more intensive discussion with two or three administrators. The superintendent of the East Alton-Wood River Community High School District, Illinois, meets once a month or every other month with the executive board of the student council and any other interested students to "nip rumors in the bud," interpret policy, and effect better communication; the informal meetings are sometimes held after school and sometimes before school over coffee and doughnuts in the cafeteria.

In York, Pennsylvania, and Hauppauge, New York, the discussions follow a more structured pattern. In York, the Student-Principal-Superintendent Committee, consisting of student representatives from the three junior high schools, building principals, and the superintendent, meets monthly for luncheon in a city restaurant. Free and open discussion of general sources of dissatisfaction is encouraged. In some cases explanations are offered; in others student recommendations are carried out. In Hauppauge, the superintendent visits the middle school and the high school monthly for meetings of the Superintendent-Students Advisory Cabinet in each school. A regular group of students attend the discussion, and usually other members of the administration are present. Regular minutes are kept of these Cabinet meetings.

The superintendents in these six districts agreed that great strides have been made in terms of developing dialogue and understanding on both sides, and such meetings take very little of the superintendent's time.

Districtwide conferences on student concerns. In the spring of 1970, the Prince George's County, Maryland, school system sponsored a day-long conference to explore student concerns, gain information, share ideas, and make recommendations to the board of education in six areas: (1) role of student in policy making; (2) maintaining school activities; (3) curriculum relevancy; (4) student welfare; (5) the drug problem; and (6) human relations. The conference was attended by approximately 250 persons representing the district's 17 high school communities--students, parents, teachers, principals, central office staff, board members, community leaders, and local and state government leaders.

Procedures for the conference involved a listing of concerns, discussion of priorities, discussion of alternatives in terms of priorities, drawing conclusions, making recommendations, and discussion of the feasibility of implementation relative to time, cost, policy, and other considerations. The major portion of the day was spent in exploring the selected problem areas in small groups. Summaries of concerns and recommendations made by the combined groups were presented in a general session at the end of the day, and the participants received assurance from the new superintendent that he supported further activities of this type.

Additionally, in Ventura, California, the assistant superintendent for instruction asked high school assistant principals to make a random selection of six students to represent a broad cross-section of the student body. The students were advised only that they would meet with the assistant principals and the assistant superintendent to discuss curriculum and instruction at the district office. The participants concluded that the meeting was useful, instructive, and timely, but that the surface had barely been scratched. In order to develop recommendations and long-range plans, the meetings would have to be held on a continuing basis. This suggestion is still under advisement.

Student advisory groups to building principals. By far the most frequently reported method of involving students in the decision-making process was through an advisory committee on the local school level. Significant features of 33 of these committees are summarized in Table B, pages 13-18. Many of the committees are composed of students and faculty, but some, as in Wilmington, Dela-

ware, Evanston, Illinois, and Columbus, Ohio, include community members. The Columbus "survey committees," the Micro School-Community Council in Evanston, Illinois, and the districtwide Schools Communication Committee in Portland, Maine (see Table A), are the only ones reported to ERS which include elementary students. With the exceptions of the Student-Faculty-Administration Council at Ramapo High School in Spring Valley, New York, and the Student-Teacher Coalition at Firestone High School in Akron, Ohio, the groups are primarily advisory groups or discussion forums.

Several schools and school systems reported less formally constituted groups than those included in Table B. These are outlined below:

Ventura, California	Some schools have established pupil groups to represent the current areas of thought on campus; they meet with the principal to discuss such areas as curriculum, instruction, preparation, and relevancy.
Littleton, Colorado	Teachers and students sit on advisory committees to principals of both high schools.
Andrew Warde High School, Fairfield, Conn.	A student advisory council selected by the regular student council meets on an irregular basis with an open agenda. Meetings can be scheduled by either the students or the headmaster, as needed.
O'Keefe High School, Atlanta, Georgia	Principal regularly makes use of specially-appointed faculty-pupil committees to discuss and make recommendations on various problems which arise in the school.
West High School, Waterloo, Iowa	A committee of student volunteers works with the administration to investigate such areas as school spirit, grade reduction, dress and grooming, and assembly programs.
Quincy, Massachusetts	Teacher-student advisory groups in secondary schools give students a voice in decision making.
Lansing, Michigan	Several of the secondary principals have set up school relations committees to include students as well as teachers.
Pontiac, Michigan	Principals of two high schools meet with small groups of students to discuss such items as curriculum, school construction, and student control. One of these committees was instrumental in changing the "three-schools-in-one" concept to one school.
Shaker High School, Latham, New York (organized on house plan)	Principal meets with each hall (house) representative and other students to discuss school policies and grade level concerns. The principal has also requested that each hall principal organize a student-faculty group to meet on a regular basis in each hall in 1970-71.
Columbia High School, Richland, Washington	Student advisory group meets with principal to suggest curriculum and other operational changes of major concern to the student body.

Student Participation in Curriculum and Instructional Planning

Rather than utilize students in a general advisory capacity, some districts and individual schools have added student representation to already-established committees in the curriculum and instruction areas. The committees reported in this section are continuing committees. Ad hoc committees in curricular areas are discussed with the other types of ad hoc committees in a later section.

Systemwide curriculum councils with student representation. Most systems which reported this type of student participation in decision making said pupils are included in an overall district curriculum committee. A few, however, have put students on committees in special areas, such as health education. The role of students on such committees varies from "consultants" who are asked to address the committee in a particular area, to regular voting members. Table C, pages 19-20, summarizes the information reported on student representation on instructional and curriculum committees in 11 systems.

In the North Colonie Central School District, Newtonville, N.Y., a teacher and administrator committee to review districtwide procedures in reporting to parents submitted their recommendations to all staff members, selected parents, and a group of elementary students. The elementary students responded in a most positive fashion to the recommended changes in reporting procedures.

Additionally, three systems mentioned that there is student representation on districtwide curriculum committees, but did not give details--Santa Barbara, California; Pittsburgh, Pennsylvania; and Hackensack, New Jersey.

Students employed by school district for curriculum planning. Three school systems said that the system pays selected students to assist the curriculum department in its tasks. In San Diego, California, students are employed to serve on curriculum writing teams; they view and evaluate films and instructional materials, compile research data, and assist in reviewing and editing publications. Students in Atlanta, Georgia, are involved as active participants on curriculum revision committees in subject areas as part of the "curriculum revision based on behavioral objectives for 12-month, four-quarter schools." For example, in the area of science, two pupils are utilized in each part of the science curriculum (general science, biology, chemistry, and physics). During the summer, 30 students participated in the area of English; they were paid $10 a day each day that they participated. The students are encouraged to speak frankly about present weaknesses in the curriculum and what can be done to make the curriculum more interesting, relevant, meaningful, and valuable to students. In Buffalo, New York, during July 1970, 50 students served with about 150 teachers on 31 curriculum committees which met for five hours each day during the four-week period. Participants' stipends were provided from state urban aid funds. This is the third year students have participated in writing or revising curriculum guides during the summer.

Student participation in curriculum development on the school building level. Table D outlines the replies of nine high schools regarding their efforts to involve students in curricular planning. In some of the schools the curriculum committees are composed entirely of students; such committees submit their recommendations to faculty committees on the departmental or school level. In other schools, students and teachers serve on school or departmental committees. Cranford High School, Cranford, New Jersey, has both types of student representation in curricular decisions.

Student Membership on Districtwide Ad Hoc Committees

Eleven of the systems submitting information on student participation in administration reported that students have been selected to serve on ad hoc committees appointed by the superintendent or board to accomplish a particular task. In each case, students and some staff members were on the committee. Often community persons also participated. Table E, pages 23-24, is devoted to a brief outline of the ad hoc committees with student participation in the 11 systems. As can be seen from a glance at the responsibilities of the committees, the areas most often investigated were the rights and roles of students and the secondary school curriculum.

Some Additional Methods of Involving Students in Decision Making

A number of other plans for including students in decision making in some aspect of the schools' programs were reported by the respondents. Two of these have been covered in other recent ERS publications: ERS Circular No. 5, 1970, *The Evaluatee Evaluates the Evaluator* (52 pages, $1.50), reports some schools which permit students to submit formal evaluations of their teachers. ERS Information Aid No. 6, October 1970, *Experiment in Free-Form Education: Mini-Courses* (25 pages, 50¢), gives some examples of mini-course curriculums developed by students or with student assistance. One other area not covered herein was reported by a few systems, that of a student-run tutoring program, particularly for disadvantaged children. Some of the more unusual methods schools and school systems have tried to involve students in administrative tasks are summarized below.

Participation in textbook selection. In the Pittsburgh, Pennsylvania, public schools, students are utilized in an advisory and consultative role to teacher textbook selection committees in the

subject areas. The participating students are invited by teachers on the committees, are required to have parental permission, and are provided the cost of transportation at board expense. They review the books and tell the committees what they like and don't like about them. The recommendations of the committees are forwarded to the board for approval.

At Clarence M. Kimball High School in Royal Oak, Michigan, members of the student government organization are encouraged by principals and department heads to volunteer their services or to appoint other students to textbook selection committees in the various subject departments each year.

Participation of students in the selection of personnel. Members of the Student Advisory Committee to the Superintendent in Englewood, New Jersey (see page 11), are involved in the screening of administrative personnel; plans are to expand this activity to the screening of teacher personnel. Students at the high schools in Wilmington, Delaware, serve on staff selection committees involving paraprofessionals. These staff selection committees--composed of students, teachers, and parents--screen and recommend paraprofessionals for their schools.

Student representatives on human relations councils. In Littleton, Colorado, a student representative from each of the district's six secondary schools sits as a regular voting member on the Human Relations Steering Committee; the Committee deals with all aspects of human relations in the district.

Two high schools in Reading, Pennsylvania, have established Human Relations Councils to discuss student problems in this area. At Southwest Junior High School, the Council consists of three white, three black, and three Spanish-speaking students, and one white and one black teacher. At Reading High School, weekly meetings are held between students selected by the student council and teachers selected by departments. The "Open Forum" membership rotates every three weeks under a permanent moderator to provide greater variety of expression. The ideas and suggestions emanating from these discussions are forwarded to the student council and the principal's administrative council for further investigation and action.

In Clark County, Nevada, Junior Human Relations Commissions have been formed in junior and senior high schools. The groups are primarily open discussion forums between interested students and teachers invited by the student members; they are aimed at easing problems arising from racial tensions and promoting harmony between student and student, students and faculty, and among school organizations. Officers, elected in each school, determine the format and frequency of meetings in the school.

Organized in 1969-70 as a result of black-white tension in the school, the Student Action Committee of McCluer High School in Florissant, Missouri, has held discussions and helped in improving human relations communications; the group is also exploring project possibilities, such as black study units, black history week, minority book exhibits, and school exchange programs.

Students on school self-evaluation subcommittees for school accreditation. Two principals in Atlanta, Georgia, have utilized students as members of the self-evaluation committees that are part of preparing for the school's evaluation by a regional accrediting association. This was done at Therrell High School when it was evaluated prior to 1966 and at Hoke Smith High School for the 1970-71 evaluation.

Student representation on student disciplinary councils. The Admissions and Review Council, established by the Policy Development Committee in Kent, Washington (see page 24), affords an opportunity for an individual to request review of an appeal from official actions taken on matters of student discipline, and also for the review of extraordinary requests for student enrollment or admission to schools in the district. The Council is composed of one professional staff member from each of the two senior high schools and one each for the elementary and junior high level; a representative from the student personnel services division; one lay member and one student appointed by

the superintendent. Ad hoc members may be added as consultants are needed by the Council. All regular members have an equal vote. The Council serves in an advisory capacity with no decision-making authority; rather, it prepares consensus opinions on each matter for submission to the administration. The Council may receive cases in one of the following ways: (1) a division head may refer a case to the Council for recommended action prior to making his decision; (2) a student or his parent may appeal to the Council through the superintendent on matters requiring a review of action already taken; or (3) a principal may refer a case through his division head when he is doubtful about the circumstances involved. The Council members (and the plaintiff) have access to the student's cumulative records; all recommendations of the Council must be presented to the assistant superintendent for instruction within 36 hours of hearing the case. The Council meets as work load dictates; the superintendent may create a second Council if case load becomes excessive. The superintendent provides secretarial services for the Council. Under consideration are revisions in the Council membership which would increase the number of student members to two.

At Marshall-University High School in Minneapolis, the suspension of a student may be appealed by the student and/or his parents, first through appeal to the administration, and second (if the problem is not solved by the first appeal method), a request may be made in writing to convene a Suspension Review Panel. The Panel consists of the school social worker as convener and chairman; a faculty member chosen by the faculty council; a student selected by the student senate; an adult chosen by the plaintiff (not an immediate family member); and one administrator. The panel must be convened within two days after filing of the request. The plaintiff may be represented by an advocate chosen by the parents. The proceedings themselves are confidential; only a written statement of the decision of the panel may be made public. If the student is still not satisfied with the decision, appeal may be made to the district's Joint Policy Board.

A committee of the student government organization at Thomas McKean High School in Marshallton-McKean School District, Wilmington, Delaware, formulated a conduct code, subject to administrative approval, which includes the provision of a student judiciary to hand down penalties for violations outlined in the code. The administration may also request the judiciary to hear evidence on other cases and submit a recommendation for the administration's consideration.

Surveys of the student body. Several responding systems reported that surveys have been made of segments of the student body to help in curriculum development. For example, in Stratford, Connecticut, junior high school students were surveyed for suggestions in the areas of curriculum, school rules, and student activities. The results assisted the administration in planning the program for a new junior high school.

In the San Juan Unified School District, California, at the request of the superintendent and president of the board of trustees, a district-level committee and school-level committees in each high school were formed to conduct a "Contemporary Goals" project, an evaluation of the current high school program with recommendations for change and improvement. The district-level committee included three representatives from each high school--a college-bound student, a vocationally-oriented student, and a "system-disoriented" student. The school-level committees, which were responsible for explaining the project and administering a questionnaire in each school, were composed of 21 students representing a broad cross-section of each student body. Each committee also had a teacher and an administrative advisor.

The questionnaire on school policies and programs was administered to about 84 percent of the student body and tabulated in the district office; write-in replies were compiled at school-level. A group of 500 students were trained as interviewers and asked a random 5 percent sample of the student body this question, "If the complete educational system as we know it ceased to exist, what would be your greatest concerns for building an educational system?"

The evaluation also included discussion groups composed of various types of students. The steering committee gathered all the data and findings from the three sources (questionnaire, interviews, and discussions), organized them into summary form, and presented them to the total Goals committee. As a result of this report, many recommendations were put into effect in the San Juan School District, some of which have been cited earlier in this Circular.

As part of a policy adopted by the Columbus, Ohio, board of education in 1969 (see pages 27-28), an annual student opinion poll of secondary students is required each year. The initial survey instrument, used in the spring of 1970, was developed by representatives of all segments of the school system, including representatives of the individual school survey committees reported in Table B. A 24-page report of the survey results was presented to the board of education in August 1970.

How is Student Participation in Decision Making Working Out?

Reactions from responding administrators regarding the success of their plans for involving students in administrative tasks ranged from enthusiastic support to a reticence to pass judgment on how great the strides have been. Without exception, administrator's comments emphasized that the greatest benefit has been the opening of channels for dialogue and communication. None suggested abandoning the practice of involving students. As one principal commented, "We shall give it another vigorous 'go' next year."

In the beginning, said some of the responding administrators, the results were not as good as expected, but as the students began to understand their role and the benefits that could accrue, relationships matured and more was accomplished. "We feel that this has helped them to realize that we shall listen to them; not always agree, but listen," one curriculum director remarked. Two administrators emphasized the public relations rewards that can be reaped from involving students in administration; one attributed the passage of a $6 million bond referendum to "the unsolicited public support given by the students." Two others emphasized the fact that, as one of them put it, "by involving the students we had no disruptions in our high school nor at the moment are we having any difficulties with underground newspapers and the like."

Some districts have been so enthusiastic about the contributions of students to policy making in the school program that the board of education has formalized experiments into board policy, as in Santa Barbara, California, and Fairfax County, Virginia. Some general and specific guidelines and policies on student involvement which have been developed by boards of education are reproduced on pages 25-28. Pages 29 and 30 give resolutions and statements of NEA-affiliated groups.

Table A

ORGANIZATION OF STUDENT ADVISORY COMMITTEES TO SUPERINTENDENTS AND BOARDS OF EDUCATION, 15 SCHOOL SYSTEMS

Name of system and student advisory committee	Committee membership and method of selection	Frequency of meetings	Method of operation	Examples of items considered
SACRAMENTO, CALIF. Student Advisory Committee	Three students from each senior high school (method of selection not reported).	Bimonthly	Students meet with superintendent and assistant superintendent for secondary schools to voice grievances and make recommendations; superintendent considers and reports back to students on action taken or contemplated.	Not reported
SANTA BARBARA, CALIF. Student Board of Education	From three senior high schools, two students elected by student body and one appointed by student body president; one student each elected by student bodies of continuation high school and four junior high schools.	Twice a month on day preceding regular board meeting.	Operates according to rules and regulations of regular board; meets in open session; has power to make recommendations to board and to work with administrators toward school improvements. Meets three times a year with board as committee of the whole. Superintendent serves as advisor to Student Board. One member of the Student Board sits with the board of education as an advisory member.	Recommended and received board approval of the following: that students be allowed to sit on curriculum committees; that a school day be devoted to study of the deterioration of the environment; that a committee be set up to develop a new student dress and grooming code (code was subsequently adopted by the board of education).
SEQUOIA UNION HIGH SCHOOL DISTRICT, CALIF. (Redwood City) Student Advisory Council	Student body president and president-elect from each of the six high schools in the district.	Monthly with superintendent; every two months with board	Meets with superintendent and board to discuss board policies and problems of mutual interest.	Upon recommendation of Council, board adopted policy favoring teaching of unit on the Selective Service System; Council also involved in discussions of desegregation proposals, student behavior policy, collection and allocation of student body funds, and problems of campus litter.
LITTLETON, COLO. Student Advisory Council to the Superintendent of Schools	Four representatives from each of the six secondary schools	Three or four times a year	Meets with superintendent and key staff to discuss problems of a general nature.	Not reported.
KANKAKEE, ILL. Superintendent's Student Advisory Council	Six students from each of the two high schools; selected by counselors and administrators initially, by Council itself thereafter	Semimonthly for 2½ hours during school time	Meets with superintendent and community services director (and any principals who wish to attend) to share ideas, concerns, and suggestions. Content of each meeting determined by the Council itself. Minutes are kept and made available to interested parties.	Considered "attitudes" of students and faculties and a more comprehensive academic program. Prepared recommendation on student assemblies for approval of secondary principals.
OAK PARK AND RIVER FOREST HIGH SCHOOL, ILL. Student-Faculty-Administration Committee	Three seniors, two juniors, one sophomore, one freshman selected by class councils from among applicants; three students serving on previous committee; one student council member chosen by newly-elected president; five faculty members selected by superin-	Twice a month	Committee studies, questions, evaluates, and makes recommendations about existing program and initiates new ideas and new programs. Discusses problems beyond scope of student council. Each member has an equal vote.	Approved revision of dress code; conducted in-depth study of drug problem; recommended liberalized use of outside mall; recommended program of selective service counseling; hears numerous problems from individual students.

(Continued)

Table A *(Continued)*

Name of system and student advisory committee	Committee membership and method of selection	Frequency of meetings	Method of operation	Examples of items considered
OAK PARK AND RIVER FOREST HIGH SCHOOL, ILL. *(Continued)*	tendent from ranked list of 10 compiled by the Committee; one administrator selected by superintendent. Student newspaper representative is ex officio member.			
MONROE COUNTY, IND. (Bloomington) Advisory Committee on Policy Development	27 members: Seven teachers selected by education association; three citizens selected by board; one elementary and one secondary principal; four members of the secondary student body; one representative each of food service, maintenance, clerical, and transportation personnel; two board members; superintendent; three assistant superintendents; administrative assistant to the superintendent.	Monthly	Considers draft statements of policy and makes recommendations on these policies to board. May consider systemwide policies in all phases of operation of schools.	Not reported.
Committee for the Study of Student Concerns	Grades 10-12: 10 students, four parents, four teachers, one principal. Grades 7-9: 12 students, six parents, six teachers, one principal. Students are elected by student council or student body; parents by parent-teacher A/O; teachers nominated by faculty, selected by principal; principals elected by principals.	Established by chairman of each subcommittee	Subcommittees for study of junior and senior high problems which directly relate to demeanor of pupils (dress and behavior). Reports and recommendations are submitted to the master committee, which acts on same before submission to administration.	Student dress code, conduct, and involvement in school government.
PORTLAND, MAINE Portland Schools Communication Committee	Composed of three groups representing the three instructional levels; each group has not more than 15 members--one central office administrator, two or three principals, two-six students, four or five teachers, two-four parents, and one school board member. Methods of selection vary by position and instructional level.	Regular schedule, determined by each group	Groups meet to discuss administrative and curriculum problems and make plans relative to these problems. A steering committee, composed of representatives of the three groups, provides coordination and liaison between the groups. Committee has no official power except to recommend, suggest and/or evaluate.	Not available; began operation in September 1970.
AMHERST, MASS. Student School Committee (i.e., student board of education)	Junior and senior high school students; number and method of selection not reported.	Monthly, for 1½ hours	Conducts open meetings according to rules similar to regular board. Proposes and reacts to school programs and policies and provides liaison between administration and students. Considers and documents reactions to staff program and policy designs. Administrators must provide formal response to every student proposal by next meeting; if this is a disapproval, a member of the student school committee may present matter to region committee (board of education).	Senior privilege system; smoking areas; approach to disciplinary problems; length of school year; war moratorium program; mini-courses; improved use of student free time; human relations; draft counseling; black studies program; student-run program to combat drug abuse.

Table A *(Continued)*

Name of system and student advisory committee	Committee membership and method of selection	Frequency of meetings	Method of operation	Examples of items considered
WARREN, MICH. Student Advisory Council	Student council president, vice-president, and two other members from the three high schools; high school principals; director of secondary education, deputy superintendent. Superintendent and board members are ex officio members.	Monthly, in evening	The three council presidents form a steering committee to prepare agenda from items submitted by school councils; presidents take turns chairing meetings; recording secretary appointed by first chairman to serve full year. Provides forum for exchange of ideas between students and administration, for studying appropriate involvement of students in district activities, and for developing recommendations for review by administration.	Develops recommendations on student projects and problems, and coordinates student activities among senior high schools.
ENGLEWOOD, N. J. Student Advisory Committee to the Superintendent of Schools	11 students appointed by student organization of the high school; president of student organization is automatically the 12th member. Members must represent a complete cross section of student body--high and low achievers, athletes and nonathletes, black and white.	Monthly, if possible	Meets with superintendent to review policy recommendations and advise him on specific policies affecting students, K through 12.	Developed policy adopted by board on distribution of literature in schools; helped establish student-faculty lounge; proposed policy limiting athletic practices to 2½ hours; also discussed student identification cards, discipline and attendance, narcotics, food service, curriculum, among others. Committee also used in screening of administrative personnel.
CORPUS CHRISTI, TEXAS Superintendent's Student Advisory Council	15 students: In spring 1970 included presidents of student body and junior class, plus a student selected by principal, from each of five high schools; in 1970-71 three from each high school--one elected by student body, one appointed by student council, one selected by principal.	Monthly	Meets with superintendent, assistant superintendent for administration, and occasionally president of board of education to discuss matters of concern; adopted guidelines of El Paso Committee (see below)	Have discussed open campus; smoking on campus; dress code; extracurricular activities; and plans for a permanent structure for the Committee.
DALLAS, TEXAS Superintendent's Student Advisory Committee	42 students--two appointed by each principal.	No regular schedule	Convenes periodically to review various topics of concern to students.	Appointed committees to completely review high school curriculum in solid areas of math, English, social studies, science. Distributed questionnaires to high school students and compiled results for superintendent and board, including recommendations. As a result, several changes in curriculum patterns are planned.
EL PASO, TEXAS Student Advisory Committee	27 students: Three from each high school--one elected by student council, one elected by student body, and one selected by student activities manager.	Bimonthly	Meet with superintendent, key administrative staff members, and principals in informal, nonstructured meetings to discuss issues of a systemwide nature.	Committee has organized subcommittees, each headed by a staff member, in the following areas: newspapers, student councils, ball games, student dress and appearance, alcohol and drugs, and campus rules.

Table A *(Continued)*

Name of system and student advisory committee	Committee membership and method of selection	Frequency of meetings	Method of operation	Examples of items considered
FAIRFAX COUNTY, VA. (Fairfax) Student Advisory Council	18 students--one from each high school, selected by the school's delegation to its Area Youth Council (system is decentralized--four areas, each of which has AYC with representatives chosen by student councils in individual schools).	Twice a month during school year and twice during the summer	Council operates with a chairman, vice-chairman, and secretary according to "rules of common courtesy," to examine policies and recommend changes to the board. The SAC may present items to the board by requesting consideration on the agenda prior to board meeting.	Has made recommendations to board on policy for examinations in grades 9-12 which resulted in revised board policy; proposed that Earth Day activities become a part of regular curriculum; and developed a set of bylaws. Subcommittee has developed a statement on student rights.

Table B

ORGANIZATION OF 33 STUDENT ADVISORY COMMITTEES TO BUILDING PRINCIPALS

School and student group(s)	Composition of committee	Method of operation and areas of concern
BEVERLY HILLS HIGH SCHOOL, Beverly Hills, Calif.		
Principal's Review Board	Student government officers; three teachers.	Not reported.
Project Planning and Development Committee	Two students; one counselor.	Not reported.
Parent-Teacher-Student Association	Includes all elected student government officers and class officers.	Not reported.
Principal's Curriculum Committee	Teachers and eight students (three ex officio).	Not reported.
Principal's Advisory Committee	Teachers and eight students.	Not reported.
Election Committee	Student government officers; three faculty members.	Not reported.
Secondary Education Council	Department heads; student government director; student government president; two selected students.	Not reported.
ROGER LUDLOWE HIGH SCHOOL, Fairfield, Conn. (organized on house plan)		
Student Advisory Council	One student for each class (4) in each house (4) = 16; three teachers per house elected by teachers of house = 12; one guidance and one administrative housemaster elected by guidance and administrative staff; headmaster or assistant. Total, 31.	Council meets twice a month in open meetings chaired by co-chairmen (one student and one faculty elected by Council). There is a 15- to 30-minute open discussion period, and Council acts on agenda and advises headmaster of the direction they would like to see taken on issues such as smoking, curriculum change, marking, dress code, and underground newspaper.
GREENWICH HIGH SCHOOL, Greenwich, Conn. (organized on house plan)		
Administration, Faculty, Student Review Board	Two (of the four) housemasters; five teachers elected by the faculty; seven students elected by the student body from among applications.	In each of the four houses the housemaster chairs a house board comprised of faculty and students. Recommendations of each house board are carried by students to the student government organization, and by teachers to the 12-member Faculty Senate chaired by the headmaster and a teacher selected by the Senate. Any recommendations approved by either of these groups are forwarded to the Review Board for study. Recommendations of the Review Board are submitted to the headmaster for final decision.
Faculty-Student-Parent Advisory Boards	Not reported.	Each housemaster, as well as the headmaster, has such a group. Any member may bring an issue or concern into open discussion of the group, or the headmaster or housemaster may do this. Often committees representing the boards of all four houses are established to arrive at solutions of pressing concern.

Table B *(Continued)*

School and student group(s)	Composition of committee	Method of operation and areas of concern
WILMINGTON, DEL., Junior and Senior High Schools School-Community Relations Councils	Principal; two teachers selected by teachers; two students chosen by the student body; one representative of each open service organization in the school area (e.g., Home and School Council).	Each secondary school has a School-Community Relations Council which meets monthly; there is also a city-wide council which meets every three months. The Council in each school serves as an advisory body to the principal on all matters concerning the school, including curriculum and budget.
KING LABORATORY SCHOOL (K-5), Evanston, Ill. Micro School-Community Council	Eight intermediate students, three parents, three teachers, two principals	Council meets periodically to deal with and try to resolve issues of concern to all groups represented. Issues communiques to report activities and solicit additional topics for discussion.
EAST HIGH SCHOOL, Waterloo, Iowa East High Improvement Committee	Six students, six parents, six faculty members, equally distributed between black and white. The president of the student council is an ex officio member.	The Committee meets twice a month after school to consider grievances and all ideas which will be beneficial and useful to the school. Written suggestions submitted before the meeting day take precedence over oral presentations. The Committee makes recommendations to the principal who is expected to reply within two weeks. Certain members are delegated to present the recommendation to the principal and to meet with him to discuss the item if necessary. A secretary keeps minutes, prepares copies of recommendations, and helps prepare a monthly newsletter. News media and parents are advised of meeting dates and Committee actions.
INKSTER HIGH SCHOOL, Inkster, Mich. Student-Faculty-Parent-Administration Advisory Council	Not reported.	The Council deliberates, on a nonregular basis, to discuss problems as they arise.
CLARENCE M. KIMBALL HIGH SCHOOL, Royal Oak, Mich. Student-Faculty Communications Committee	Seven students appointed by student council; four teachers elected by the staff; one administrator.	The Committee, chaired by student selected by the student members and a teacher selected by the teacher-members, operates as a panel or an open forum, as desired. Meets a minimum of once a month to discuss problems, policies, and plans suggested by the students, teachers, or administration. The two chairmen are responsible for gathering items for the agenda, printing it, and seeing that it is circulated in the school. A student and a teacher act as secretaries to prepare the minutes, which are distributed to students and faculty.
MARSHALL-UNIVERSITY HIGH SCHOOL, Minneapolis, Minn. Student Affairs Committee	Not reported.	Prepared student handbook policies for approval of Joint Policy Board of the district.
CENTRAL HIGH SCHOOL, Omaha, Nebr. School Advisory Committee	Not more than 35 members: three or more staff members and three or more students selected by membership committee upon recommendation of principal (at least	According to bylaws, meets not less than five times a year to work for the improvement of the educational program of the school; provide a communication link to the community; study and interpret to staff, students, and

(Continued)

Table B *(Continued)*

School and student group(s)	Composition of committee	Method of operation and areas of concern
CENTRAL HIGH SCHOOL, Omaha, Nebr. *(Continued)*	one student from each class level), and two members at large (faculty, student, or parent). Membership committee consists of Committee officers; principal; one each student, faculty, and parent elected by the Committee.	community the policies and procedures of school and district; recc mmend to and advise the principal on items to promote a better educational program; work toward maintaining good relations between students, faculty, and parents. Officers are chairman, vice-chairman, and secretary-treasurer, elected from Committee membership. Similar committees have been set up in all Omaha secondary schools.
EAST ORANGE HIGH SCHOOL, East Orange, N.J. Student-Teacher Unity Board	Class officers, student council officers, students recommended by student council or faculty, and two representatives elected by their respective classes.	Open meetings are held twice a month after school hours to present problems, grievances and suggested solutions for administrative action. Two elected secretaries take minutes and distribute them.
DEL NORTE HIGH SCHOOL, Albuquerque, N. Mex. Student Advisory Board	Student representatives are elected from the "humanities teams" which have been set up at all grade levels.	Periodic meetings and discussions are held during class time in each team. Teachers and students are involved in a give and take dealing with subject matter, proposed courses, teaching methods. Student representatives from each team meet as a group with the administration to summarize the conclusions, suggestions, and criticisms of each team. A number of innovations in several areas are a direct result of the Board's work.
SANDIA HIGH SCHOOL, Albuquerque, N. Mex. Student-Faculty Committee	Six teachers and eight students who elect a student chairman.	Major functions of the committee are to deal with areas of mutual concern; to increase communications; to provide policy decisions for areas of student behavior; and to provide input for students regarding curriculum. Committee has reviewed and altered the dress code, evaluated curriculum offerings and made suggestions for change, and held open sessions which led to the establishment of a student forum. In the future the Committee will act on formal requests from the administration on such items as modular scheduling, continuation of the open campus, and unsupervised student time.
GEORGE W. HEWLETT HIGH SCHOOL, Hewlett, N. Y. Student-Teacher Rapport Committee	Students selected by student council; teachers volunteer.	Has considered such matters as grading, teaching techniques, and involving students in planning field trips, speakers, etc. At times, the Committee is allowed time at regular faculty meetings to present views and solicit faculty assistance in various matters.
RAMAPO SENIOR HIGH SCHOOL, Spring Valley, N. Y. Student-Faculty-Administration Council	Six students elected by the student body from self-nominees; six teachers elected by faculty; the principal; and one assistant principal.	This committee, organized in March 1969, replaced the traditional student council. The Council is a decision-making body in which each member has one vote. The principal is a voting member and does not have veto power. The Council also has three subcommittees: a government committee is involved with the judicial part of the organization and constitu-

(Continued)

Table B *(Continued)*

School and student group(s)	Composition of committee	Method of operation and areas of concern
RAMAPO SENIOR HIGH SCHOOL, Spring Valley, N. Y. *(Continued)*		tion; a cultural committee deals with assemblies, cultural events, and curriculum; and a services committee handles many of the former student council functions. Subcommittees are composed of two teachers and seven students (four elected by the student body and three named by the Council). Accomplishments of the Council have included setting up a student lounge and snack bar; encouragement of the open study hall concept and a no pass system; beginning a program of draft counseling; developing a policy on student publications; and recommending to the superintendent some senior exemptions from final exams. All Council and subcommittee meetings are open to all students and faculty.
IRONDEQUOIT SENIOR HIGH SCHOOL, Rochester, N. Y. Nuts and Bolts Committee	Not reported.	The Committee operates through subcommittees in various areas. The subcommittees survey the student body and staff, and develop recommendations for administrative change. The Committee and the administration consider the recommendations and arrive at a mutually-agreed upon decision. Two such subcommittees have been the study hall and student pass subcommittee and the homeroom subcommittee.
FIRESTONE HIGH SCHOOL, Akron, Ohio Student-Teacher Coalition	10 teachers (one from each of the eights departments and two at large) and 10 students (four seniors, three juniors, three sophomores) elected by their respective groups. No academic or other requirements for student candidates; teachers must have taught one year at the school.	May pass laws on any aspect of school life provided that a law does not violate a directive of the board of education and does not affect the finances of the school. Each member has an equal vote. Laws must be passed by a 3/5ths majority and sent to the principal, who may sign them into law, let them become law without his signature, or veto them. A veto by the principal may be overridden by a 9/10ths majority of the Coalition. The Coalition also serves as the official voice of the school, issuing recommendations on any subject, even one over which it has no jurisdiction. Laws passed by the group during 1969-70 included a revised dress code, a new system of disciplinary procedures, and an assembly operations bill.
COLUMBUS, OHIO, all schools Survey Committees	Four teachers elected by their fellow teachers or a method specified by the teachers' organization; four students elected by fellow students; two parents elected by the executive committee of the school's PTA; two citizens (may or may not be parents) elected by interested citizens at meeting convened by the principal; and the principal or his designee. May expand to 25 provided number of students, teachers, and citizens is kept equal.	By board of education policy, each school in the district must establish a Survey Committee for the purpose of facilitating communication among the groups represented. A chairman, vice-chairman, and secretary are elected at the first meeting each fall. Each Committee must meet at least once a month. Meetings are open to all students, faculty, and residents of the school area. Anyone may bring a matter before the committee, but only members have voting privileges. The chairman may also call for a portion of a meeting to be a closed session. Minutes must be filed with the principal and by the principal with the central office. An annual report must be made to the board and made available to interested citizens.

Table B *(Continued)*

School and student group(s)	Composition of committee	Method of operation and areas of concern
SPRINGFIELD TOWNSHIP HIGH SCHOOL, Philadelphia, Pa. Student-Faculty Committee	Nine students--three from each grade level, elected by fellow students for nine-week term; nine teachers who volunteer for nine-week term; one administrator. Three of the students and three of the teachers volunteer for full 36-week term to provide continuity.	Open meetings are held every Wednesday for 45-minutes before school. Decisions are reached by a simple majority of all members. An action recommended by the Committee is submitted to a vote of the entire faculty. If the faculty adopts the recommendation, it is implemented by the administration. All areas of school life are of concern to the committee. All 1969-70 recommendations were approved by the faculty, and several recommendations caused the board of education to change its policy.
WILLIAM PENN SENIOR HIGH SCHOOL, York, Pa. Student-Faculty-Administration Committee	Student representatives from each grade level; faculty; administrators; board members; noninstructional personnel; parents.	Meetings are held several times a month during the school year and monthly during the summer to discuss problem areas relating to curriculum needs, discipline, student dissatisfaction, etc. Recommendations regarding curriculum are forwarded to the curriculum director and the high school's curriculum committee. Other recommendations may be forwarded to the board of education, student body, and local teachers' organization for approval. Some of the recommendations of the committee have been the creation of an appeals committee to investigate alleged discrimination or prejudice among students, teachers, administrators, and service personnel; and the organization of a student jury to investigate and recommend punishment in disciplinary cases. The recommendations are not final decisions, as final authority rests with the principal.
COLUMBIA RIVER HIGH SCHOOL, Vancouver, Wash. Faculty-Student Relations Committee	Student, faculty, and administration representatives	May discuss any and all items of concern to the three parties. Open meetings are held as needed and subcommittees are appointed to perform in-depth assessment of particular concerns. If students attending a meeting so request, one or more of the three factions must absent themselves from a particular discussion. The main committee and subcommittees are advisory in nature and initiate action to implement their recommendations only on request of the principal
FORT VANCOUVER HIGH SCHOOL, Vancouver, Wash. The "Pop-Corn Forum"	See Columbia River High School above.	See Columbia River High School above.
HUDSON'S BAY HIGH SCHOOL, Vancouver, Wash. The "A.N.A." Committee (Areas Needing Attention)	See Columbia River High School above.	See Columbia River High School above.
KANAWHA COUNTY, W. VA., Junior and Senior High Schools Student-Teacher Committees	Student members chosen from various student groups (student council, athletics, minority groups); teachers chosen by peers or by request of student members of Committee.	In each junior and senior high school, the Committee functions to establish criteria for dress, selection of cheerleaders and majorettes, a social code, etc.

Table B *(Continued)*

School and student group(s)	Composition of committee	Method of operation and areas of concern
JAMES MADISON MEMORIAL SENIOR HIGH SCHOOL, Madison, Wis. Policies and Procedures Council	Students, faculty, and administrators elected by the respective constituencies.	Responsible for the formulation, implementation, and review of all school policies and procedures not set by law or board policy. Each Council member has an equal vote.
EAST JUNIOR-SENIOR HIGH SCHOOL, Madison, Wis. Student-Faculty-Administration Committee	Permanent and rotating student and faculty members; student senate president is permanent chairman; there are also permanent faculty and permanent administration advisors.	All members of the faculty and student body may attend the meetings held once a week after school. There is no formal agenda. The purpose of the Committee is to discuss all aspects of school life, such as curriculum; attendance; extracurricular activities; grading; student-teacher, student-parent, and student-administration relationships.

Table C

STUDENT REPRESENTATION ON DISTRICTWIDE CURRICULUM COMMITTEES, 11 School Systems

School system and committee	Membership of committee	Method of operation and areas of concern
ABC SCHOOL DISTRICT, CALIF. (Artesia) Curriculum Advisory Committee	Two board members; seven citizens appointed by the board; one student from each of the three high schools, selected by the principal; one district graduate attending a local college, selected by the superintendent; the superintendent and assistant superintendent for educational services; directors of education; one teacher and one principal from, and appointed by, the Curriculum Council of the district.	The Curriculum Advisory Committee is an advisory body to the board of education and acts as liaison between the board and the district's Curriculum Council. It may consider any subjects in the area of curriculum that the board and administration might wish to refer to it. It meets once a month in the evening, November through May.
POUDRE SCHOOL DISTRICT, COLO. (Ft. Collins) Curriculum Council	Four students selected by student councils in high schools; teachers and administrators.	Students act as advisory members of the Council, with a voice but no vote. The primary purpose is to assure representation of the student viewpoint when proposed curriculum changes are discussed. Students are given the opportunity to serve as active members of subcommittees, such as those in the areas of speed reading and investigation of the program for talented pupils. Students were also instrumental in developing a multidiscipline environmental course.
BALTIMORE COUNTY, MD. (Towson) Workshop to prepare a drug abuse education guide	Invited students.	Summer curriculum workshop to prepare a drug abuse education curriculum guide invited students to discuss methods by which knowledge about drugs can best be transmitted. Their recommendations were instrumental in the development of the philosophy in the guide.
Health Education Advisory Committee	Teachers, administrators, citizens, and two students.	Students contribute viewpoints on such matters as learning about drugs and family life/human development.
CARROLL COUNTY, MD. (Westminster) Curriculum Council	Junior and senior high school students represented on Council.	Students present viewpoints and discuss matters at hand with the Council.
MONTGOMERY COUNTY, MD. (Rockville) Council on Instruction	Two junior and two senior high school students selected by districtwide student government organizations for one-year terms; 13 central office administrators; two each elementary and secondary teachers and principals; two area directors; superintendent (ex officio).	Council meets once a month for half-day sessions and acts as an advisory body to the superintendent. It has the responsibility of reviewing, evaluating, and recommending changes in policies and procedures affecting instruction. It reviews and evaluates curriculum guides and other curriculum materials.
BATTLE CREEK, MICH. Student Advisory Committee on Instruction	Members represent a cross-section of the high school students in the district.	Students meet every three or four weeks with the assistant superintendent for instruction to discuss all phases of the school program, K-12. District administrators are often used as resource people. Several of the recommendations of this group have been implemented.

Table C *(Continued)*

School system and committee	Membership of committee	Method of operation and areas of concern
LANSING, MICH. Curriculum Council advisory group	One junior and one senior high school student selected by the Junior Board of Education.	The two students act as resource people and advisors to the Council.
CRANFORD, N. J. Staff Curriculum Council	Student council representatives from high school; professional staff representatives.	Students meet monthly with Council to present students' viewpoints and reactions to recommendations made by the Council to the superintendent. As a result of student urging, discussions on a new 12th-grade health course were held in each English class, and a summary was presented to the Curriculum Council for use in developing the course.
EAST ORANGE, N. J. Curriculum Council	Teachers; principal; supervisors and coordinators; two central office administrators including assistant superintendent for curriculum and instruction; one elected student from each senior high school; one member from citizens' advisory committee.	In open meetings once a month, September to June, the Council discusses and passes on curriculum proposals. Each member has one vote. Proposals which are approved are sent to board for final approval.
NORTH COLONIE SCHOOL DISTRICT, N. Y. (Newtonville) Student advisors	High school students.	Administration has met with high school students during summer months to obtain their reactions to curriculum in areas of health and social studies.
WEST IRONDEQUOIT SCHOOL DISTRICT, N. Y. (Rochester) Health Education Advisory Committee	Parents; board members; parochial school teachers; middle and high school teachers, counselors, and principals; three high school students.	Students function as regular committee members. Five students also participated in summer curriculum review and writing.
Curriculum Council	Student council representatives (4) appointed by student council president.	Students function as regular committee members. One student also serves on the executive committee.

Table D

STUDENT PARTICIPATION IN CURRICULUM PLANNING IN INDIVIDUAL SCHOOLS, 9 Schools

School and curriculum committee	Membership of committee	Method of operation and areas of concern
THOMAS MC KEAN HIGH SCHOOL, Wilmington Del.		
Curriculum Advisory Committee	Students representing all three grade levels, appointed by student government president from volunteers.	Meet regularly with the principal to review suggestions for curriculum change and make recommendations to the district's curriculum council. Courses such as family life, minority groups' contributions to American culture and several mini-courses have developed because of the committee's work.
WEST HIGH SCHOOL, Waterloo, Iowa		
Academic department student committees	Student volunteers.	A committee of students in each academic department works with faculty department members to investigate the areas of teaching techniques, curriculum, course sequence, course content, and the independent study program.
MC CLUER HIGH SCHOOL, Florissant, Mo.		
Curriculum Committee of the Student Council	Student members only; appointed by Student Council.	As a result of small group discussions between students and teachers, and with the assistance of the administration, the Curriculum Committee of the Student Council was formed. One project of the Committee was the investigation of pass-fail systems in other school systems and the recommendation of a pass-fail system, which will be partially implemented on an experimental basis in 1970-71. The system was approved by students and teachers in a student council election.
BLOOMFIELD SENIOR HIGH SCHOOL, Bloomfield, N. J.		
Athletic Council	Superintendent; principal; assistant principals; athletic coaches and instructors; three students--presidents of Student Government Association, Varsity "B" Club, and Girls' Athletic Association.	Students attend meetings as nonvoting members to serve as a link between the Council and the student body.
High School Curriculum Committee	Parents; teachers; five students--presidents of each class, of the Key Club, and of the Student Government Association.	Students "audit" Curriculum Committee meetings so they can report back to their respective groups how the curriculum is improved, modified, or deleted through the Committee's action.
CRANFORD HIGH SCHOOL, Cranford, N. J.		
Curriculum Committee of the Student Council	Chairman selected by president of student council; other students as invited to serve on subcommittees. Faculty members serve as advisors.	Committee works in subcommittees. Principal proposes areas for study and committee develops these proposals for submission to the Curriculum Council (see below). In the past offerings in carpentry and cabinetmaking and African studies have been developed by the Committee, and approved by the Council and the board of education. A committee on health helped revise the senior health course.

Table D *(Continued)*

School and curriculum committee	Membership of committee	Method of operation and areas of concern
CRANFORD HIGH SCHOOL, Cranford, N. J. *(Continued)* Secondary School Curriculum Council	Upon invitation of the Council, president of student council, chairman of student council's Curriculum Committee, and four students nominated by the student council attend meetings.	Students attend meetings, when invited by the Council members, to present student recommendations and points of view on various curriculum offerings under study, and to report on activities of the student council Curriculum Committee.
EAST ORANGE HIGH SCHOOL, East Orange, N. J. Committee on Curriculum	Faculty and students.	Study and implementation of individual school's curriculum experiments over which districtwide jurisdiction is not exercised by the district Curriculum Council. The School Committee on Curriculum has been established as a result of a recommendation by the district Curriculum Council that such a Committee be established in each school, with student representation where practical.
HACKENSACK HIGH SCHOOL, Hackensack, N. J. Curriculum Advisory Committee for each department	Teachers and students who volunteer or are invited by teachers for each committee.	Each department in the high school has student representation on a Curriculum Advisory Committee. Recommendations of each committee are brought to the attention of the central curriculum committee of the district for consideration. Some of these recommendations which have been implemented are pass-fail grades for physical education and driver education; no final examinations for seniors; and several new courses.
SHAKER HIGH SCHOOL, Latham, N. Y. Departmental meetings	Students selected by teachers, students, or department chairman--method of selection decided by each department.	Students are present at each departmental meeting, no matter whether it is a meeting of the committee-of-the-whole or on a grade-level basis. Students participate in discussions but do not have a vote.
TREMPER HIGH SCHOOL, Kenosha, Wis. Student-Faculty Curriculum Advisory Committee	Faculty representatives from each department; student representatives selected from applications to the Principal's Advisory Committee (faculty)--seven sophomores, nine juniors, ten seniors.	Students, who are in the majority on the Committee, work with faculty in considering possible revisions and additions to course offerings. Topics for discussion may be suggested by any Committee member.

Table E

STUDENT REPRESENTATION ON AD HOC ADVISORY COMMITTEES, 11 School Systems

Name of school system and advisory committee	Membership of committee	Responsibilities of committee
KERN HIGH SCHOOL DISTRICT, CALIF. (Bakersfield) Curriculum study to implement state Senate Bill 1 (1969-70)	Students, citizens, and staff at each school; central committee at district level composed of teachers, administrators, citizens, and parents. Each subject area committee at each school included 10-25 students; each school process committee (to coordinate subject area committees) included principal, three community representatives, four teachers, and two students.	In implementing California Senate Bill 1, which returns to local school systems the right to set their own curricular programs, the district conducted a one-year in-depth study of the curriculum in the high schools of the district. A committee in each curricular area in each school worked independently to analyze, react to, suggest, praise, recommend, and criticize the school's current educational program. The material at each school was then compiled, organized, edited, and forwarded to the central committee. The central committee studied each school's program and the district program, and prepared a statement of goals or objectives of secondary education.
SAN JUAN SCHOOL DISTRICT, CALIF. (Carmichael) Various districtwide committees (1969-70)	Student representatives to committees.	Various committees accomplished the following: (1) liberalization of student grooming and dress policy; (2) student participation in deciding colors on maintenance painting of buildings; (3) study by students, parents, teachers, and others to improve drug abuse curriculum; (4) study of alternatives to suspending students for infractions; (5) inauguration of pilot programs in modular and flexible scheduling; (6) study of secondary grading practices.
ATLANTA, GA. Committee to study "The Role of the High School Student" (Spring 1970)	Director of curriculum development and supervision; five high school students; five high school teachers; five high school principals.	Committee was appointed by the superintendent to prepare a report to him concerning the high school pupil's role regarding behavior, school attendance, dress, smoking, alcohol, drugs, use of automobiles, and the like.
TOPEKA, KANS. Revision of selected school policies in the Topeka Plan (Summer 1970)	Students chosen by building principal--one each junior high school (12), four each senior high school (12); 18 teachers; six elementary and six secondary administrators.	Members of the group were divided into six study groups to dissect, discuss, and revise the district's policies concerning attendance and discipline. One committee was charged with formulating a student bill of rights. For two weeks during the summer the groups met each morning. At the end of the two-week session the revised policies and new policies formulated were presented to the board's Topeka Plan Committee for final recommendations and approval. The approved policies were printed in a handbook sent to students and parents in the fall.
LOUISVILLE, KY. Superintendent's Advisory Council (Spring-summer 1970)	Student body presidents, staff members, parents.	Students, staff members, and parents worked together to prepare recommendations for curriculum and administrative changes, especially for the schools involved in Project Impact, a federally-funded program to be initiated in the fall of 1970. Students have attended board meetings and presented their views.
BALTIMORE COUNTY, MD. (Towson) Committee to review report card policies	One student dropout appointed to committee.	County-wide committee to review report card policies and procedures in K-12.
Committee reviewing community resources in the classroom	One student appointed to committee.	The committee explored a number of controversial topics such as the utilization of extremist group representatives and R & X rated films, and academic freedom.

Table E *(Continued)*

Name of school system and advisory committee	Membership of committee	Responsibilities of committee
MONTGOMERY COUNTY, MD. (Rockville) Steering Committee of the Goals of Education Project	Superintendent and other central office administrators; county PTA officer; chamber of commerce officer; presidents of senior and junior high school regional student councils.	The steering committee was appointed by the superintendent to determine the process for widespread involvement of all segments of the community in a re-examination of the Montgomery County Goals of Education. The committees to re-examine the goals will include students, parents and staff. Target date for presentation of new goals is the end of the 1970-71 school year.
QUINCY, MASS. Development of a unit on hunger	Volunteer senior high school students.	Students have taken the major responsibility for developing a unit of instruction on hunger as a portion of the social studies program.
AUBURN, WASH. Educational Specifications Committee	Cross-section of high school students asked by administration to serve on committee; committee also includes teachers, school board architect, university consultant.	Committee is involved in planning a program and building for a new high school to open in 1974. To date, the committee has developed behavioral objectives for the new school.
HIGHLINE SCHOOL DISTRICT, WASH. (Seattle) Vocational Education Task Force (1968-69)	Two students; seven teachers; three central office administrators.	The Task Force was initiated by the superintendent to study recent amendments of the Vocational Education Act of 1963 and to come up with recommendations for a long range implementation during the next three-five years. Task Force issued a report entitled "A Comprehensive System of Vocational Interest Planning," proposing an ongoing K-12 vocational program integrated with other major disciplines.
Environmental Resource Unit (1970-71)	Coordinator of science; one student from each of the five high schools; 12 community leaders.	The general charge to the Committee was to apprise the administration of the future direction in environmental education. Specifically, the Committee will evaluate the present program; assist in the development of course content; help to obtain needed community support and action; help develop evening, summer, and workshop courses. The Committee is to present a final report on recommendations at the end of the 1970-71 school year.
KENT, WASH. Policy Development Committee (1969-70)	Three vice principals; one principal; two student body presidents; two student-at-large representatives; two parents; three central office administrators.	The Committee was formed early in 1969-70 to process a number of proposed policy changes recommended by the student personnel services division. It met weekly and was responsible for revision or creation of policies in the following areas: promotion and retention, exclusion, suspension, expulsion, student records, parental access to student records, student rights and responsibilities, tuition, and the creation of the Admissions and Review Council (see pages 6-7).

The following policy was adopted by the Montgomery County Board of Education on August 25, 1969, and is effective immediately. Procedures to aid in the implementation of this policy will be formulated in the near future by the superintendent of schools.

Montgomery County Public Schools

Rockville, Maryland

a policy statement on

Student Involvement In the Educational Process

A primary task of the school is to create a stimulating learning climate for all students. Two essential factors in such a learning climate are the active involvement of students in their education, including the planning and evaluation thereof; and the fostering of a spirit of inquiry where students may freely express their own views and listen to and evaluate the opinions of others. The school staff, parents and students have a responsibility to work together so that this learning climate will permeate the total school program.

One of the goals of school systems throughout America is the development in students of an appreciation of the democratic way of life. This is one of the twelve Goals of Education in the Montgomery County Public Schools. An appreciation of the democratic way of life must include the study of our national heritage and, to the fullest extent possible, opportunities for students to exercise their rights and assume their responsibilities of citizenship.

To achieve this goal, the staff, students, and parents must work cooperatively to avoid the extremes of regimentation and authoritarianism on the one hand and anarchy and irresponsibility on the other. This statement sets policy guidelines to help promote individual freedom, responsibility, and good citizenship and to maintain the orderly process of education.

This statement should not be interpreted as being all-inclusive, for the student has rights guaranteed by the Constitution and the law. One of the most important of these is his right to participate in a school activity, regardless of race, religion, nationality, or economic status. No student may be barred from any school activity for any reason other than those established by state and county eligibility requirements and those legitimately related to the purpose of the activity.

A student's exercise of rights and privileges in the school setting must depend on his age, maturity, and, to an extent, the standards of the community in which he lives. No right is absolute. Every right has its limitations. One basic limitation is that the exercise of the rights of one individual or group ceases when it infringes on the rights of another individual or group. Other basic limitations that pertain to the public education process are found in state law, bylaws of the State Board of Education, and policies of the Montgomery County Board of Education.

The mature exercise of rights and privileges demands the exercise by adults and students alike of the concomitant responsibility to respect the rights of others and to respect legally constituted authority.

The effective implementation of these policy guidelines requires the exercise of good faith on the part of students, parents, and school personnel and a basic respect for the worth of each individual and his ability to contribute to society.

1. Students must be actively involved in the learning process. Therefore, in each course and at each grade level, students shall be encouraged to participate in establishing course goals, suggesting interest areas, planning classroom activities, and in appraising the course. Student suggestions and recommendations concerning curricular offerings and opportunities shall be permitted at any time and shall be solicited by the professional staff.

(Continued)

2. Freedom of speech is guaranteed to all citizens and must be guaranteed by the schools for all students. Students shall have the "opportunity to investigate all facets, sides, and/or opinions of and about any and all topics and materials introduced or presented and (teachers) shall have a special responsibility to provide such opportunity with regard to those which are or may be of a controversial nature. Such materials presented to students must be relevant to the course and appropriate to the maturity level and intellectual ability of the students. The teacher shall further be responsible to permit the expression of the views and opinions of others and to encourage students to examine, analyze, evaluate and synthesize all available information about such topics and materials and to encourage each to form his own views and opinions through such procedures. Teachers shall at all times strive to promote tolerance for the views and opinions of others and for the right of individuals to form and hold differing views and opinions." (Article 25, Section C.1., "Agreement between Montgomery County Education Association and Board of Education of Montgomery County for the School Year 1969-70.")

3. Students and staff should be involved in the planning and execution of assembly programs. On the basis of the nature and content of the assembly, the principal shall determine whether attendance is required or voluntary.

4. School sponsored, voluntary forums of interest to students, held outside of the regular class schedule, are to be encouraged. Students will have maximum freedom in planning and conducting such forums.

5. Students must be free to establish and are encouraged to participate in student government organizations that provide all students with a voice in school affairs. Open channels of communication should exist between the student, his student government, the faculty, and the administration. When recommendations are made by the student government, they should receive a prompt and substantive response.

Qualifications for holding office shall be determined by the student government, but must be in accord with county-wide eligibility requirements. In unusual cases, a principal may find it necessary to disqualify a student from running for office. In such cases, the principal shall explain the reasons for such action to the student prior to the disqualification.

6. Students shall be encouraged to form and participate in a variety of extra-class organizations as a means of broadening their educational experiences. Pupil organizations that conduct activities on school premises must be authorized to do so by the principal and must have faculty supervision.

The activities of students carried on entirely outside of normal school hours and off school grounds shall not be the responsibility of the school, and no student shall be penalized because of his activities in such outside organizations.

7. School newspapers, yearbooks, literary magazines, and similar publications are to be encouraged as learning experiences. As such, they shall have qualified faculty advisors and shall strive to meet high publications standards. It is essential that school newspapers provide an opportunity for members of the school community to express a variety of viewpoints.

Under the following procedures, student publications produced without school sponsorship may be distributed in schools:

1) They must bear the name of the sponsoring organization or individual;

2) They may not be sold on school grounds;

3) A time and place for distribution must be cooperatively established with the principal; and

4) A copy must be given to the principal for his review. (He may require that the copy be given him up to three school days prior to its general distribution.) If, in the opinion of the principal, the publication contains libelous or obscene language, advocates illegal actions, or is grossly insulting to any group or individual, the principal shall notify the sponsors of the publication that its distribution must stop forthwith or may not be initiated, and state his reasons therefor. The principal may wish to establish a publications board composed of staff, students, and parents to advise him in such matters.

Students may distribute or display on designated bulletin boards materials from sources outside the school subject to the same procedures that govern student publications. The distribution of such materials as commercial advertising, partisan political materials, and certain religious literature is restricted by MCPS Regulation 270-2.

8. Student dress and grooming is the responsibility of students and their parents, unless some standard of dress and grooming is a reasonable requirement of a course or activity or necessary for reasons of health and safety.

Schools may develop advisory guidelines for dress and grooming through the cooperation of students, parents and teachers. School personnel may counsel with those who affect extreme styles of dress and grooming.

Unless a student's dress and grooming causes or is likely to cause a disruption of the educational process, he shall not be disciplined because of the way he dresses or grooms himself.

9. The student has a right to an education, and any disciplinary measure that deprives him of this right shall be used only in extreme cases. The disciplinary actions of administrators and teachers shall be fair and appropriate, and school disciplinary policies should be developed as called for in the 1969-70 Agreement between the MCEA and the Board of Education. Student conduct that for any reason materially disrupts classwork, or involves substantial disorder, or invades the rights of others, will not be tolerated, and may be cause for suspension. Parents must be notified as promptly as possible in all cases of suspension.

A student's conduct may necessitate his being temporarily removed from classes until a parent conference takes place. The parent conference should be scheduled as early as possible, and this temporary removal from classes is not to be considered a formal suspension unless specifically designated as such in writing.

10. Each school shall establish a procedure for the consideration of student problems and the processing of student complaints. This procedure should evolve from the cooperative efforts of students, faculty, and administration. All students should be guaranteed access to appropriate school personnel within a reasonable period of time, including the right of appeal.

The Board of Education has a strong interest in these policy guidelines and will review their implementation during the 1969-70 school year.

Board Policy on Student Relations
Columbus, Ohio

It shall be the policy of the Columbus Board of Education that all secondary schools shall make a concerted effort to:

1. Facilitate two-way communications between the student body and the professional staff of the school.

2. Provide the maximum feasible opportunity for secondary-school students to participate in the government of the school in which they are enrolled.

3. Provide the kind of co-curricular program that enables students to give expression to their emerging personal needs, interests, and concerns.

To aid in the accomplishment of the objectives expressed in the above section, the following practices shall be regarded as policy of the Columbus Board of Education:

1. The student council shall be broadly representative of the entire student body.

2. Requirements for membership on the student council shall be reviewed annually, and a delineation of such requirements shall be filed with the Assistant Superintendent, Administration, on or before October 15 of each year.

3. At least one student council meeting each grading period shall be open to any member of the student body who is not a member of the student council. Attendance of such members of the student body at such meetings shall be optional. It will be necessary to schedule such meetings when classes are not in session. At each such meeting, time shall be reserved for expressions from non-members. It is suggested that a reasonable time limit be established for such expressions and publicized in advance.

4. The school shall establish and maintain a Survey Committee, as provided for in official policy. Upon convening of its Survey Committee, the school's Assessment Committee or Advisory Committee on School Affairs shall cease to function.

5. On or before September 15 of each year, the school shall provide each student with a written statement indicating:

   (a) How the student council is organized and operated to provide opportunity for the expression of student opinion.

   (b) How the student may have access to student representatives on the school's Survey Committee.

   (c) How the student may have access to the principal, assistant principals, counselors, the school nurse, the visiting teacher, and the home-school community agent (if one is assigned to the school).

   (d) Any other provisions made by the school for the expression of student opinion and the consideration of student concerns.

6. To broaden the base of administration-student communications, an administrator shall meet at least once each grading period with the presidents of all school organizations (classes, student-government bodies, clubs, etc.). Consideration should be given to establishing a "Leaders Club," "Presidents Panel," etc.

7. On or before November 30 of each year, each senior high school, with the assistance of the Department of Evaluation and Research, shall survey the co-curricular interests of each student. The results of the survey shall serve as a basis for making adjustments in the existing co-curricular program, if possible, and for planning the co-curricular program for the succeeding year.

8. On or before March 1 of each year, each senior high school, with the assistance of the Department of Evaluation and Research, shall conduct a survey of student opinion, employing a broadly representative sample of students. The results of the survey shall serve as a basis for planning for the succeeding year.

(Continued)

9. To minimize the staff requirements for the surveys mentioned in No. 7 and No. 8, the senior high school principal shall designate a faculty member and select a team of at least three qualified students to work with the Department of Evaluation and Research in conducting these surveys. Such a procedure should have distinct educational values.

10. As the need becomes apparent, any secondary principal shall have the option of requesting the services of the Division of Administration and the Division of Special Services in organizing, implementing, and assessing all aspects of his school's communications and student-relations programs.

11. To provide further for the maintenance of open communications between the school administration and student body, principals are advised to:

    (a) Utilize a portion of the daily bulletin to disseminate information of interest to students.

    (b) Utilize the public address system to disseminate information of interest to students.

    (c) Provide a suggestion box in a conspicuous location in the school.

    (d) Assign guidance counselors the responsibility of organizing and maintaining a group guidance program so that emphasis may be given to the discovery and discussion of problems and concerns of students.

    (e) Hold grade-level and/or student-body assemblies, as needed, to serve as a forum for the discussion of school affairs.

    (f) Invite students to attend staff meetings when deemed appropriate and advisable.

    (g) Assign administrators responsibility for making a concerted effort to engage students in informal conversations before school, while classes are changing, during the lunch period, and after school as often and as fully as their schedule permits.

    (h) Open his office at least one hour per week before school, during the lunch period, or after school to any student who wishes to see him without making an appointment.

    (i) Have administrators make a concerted effort to visit classes as often as their schedule permits.

    (j) Have members of the faculty invite administrators to visit classes.

    (k) Have members of the professional staff make a concerted effort to become as well acquainted, on an informal basis, with as many students as possible.

Board Policy on Student Involvement
West Irondequoit Central School
District, N. Y. (Rochester)

The Board of Education encourages students to be inquisitive; to base decisions upon reason as well as fact; and to be creative in thought and action. It is felt to be sound educational policy to listen to students; to seek out their ideas; and, when practical and possible, to implement their suggestions.

It is the Board's position that one of the ways students learn is by participation in the educational process. Democracy demands practice in active involvement in such a system. Student participation, therefore, should be encouraged within a framework which insures the protection of the basic rights of others.

RESOLUTIONS ON STUDENT INVOLVEMENT BY EDUCATIONAL ORGANIZATIONS

Statement on Student Activism of the Joint Commission of AASA and ACT*

THIS WE BELIEVE. The united profession must recognize that student activism is a force which has--and will continue to have--a profound impact on the education process. Therefore, it behooves all educators to try to understand this force, its causes and implications, in order to help translate its power into positive action toward human betterment. Far-ranging plans should be developed in order to maximize the positive aspects and to preclude the negative effects of student activism.

POSITIVE ASPECTS

1. Student activism represents a source of abundant energy which can be focused on improving the school program.

2. It provides students the opportunity to analyze critically the social forces and institutions which affect them.

3. It often grows out of a concern for enhancing rights and prerogatives of all humans and for the betterment of all humanity.

4. There is often an emphasis on the necessity for warmer, more authentic interrelationships among persons.

NEGATIVE ASPECTS

1. Student activism sometimes leads to irrational group action resulting in unreasonable demands for hasty action by administration.

2. There is potential damage to persons or property.

3. Some student activists have an attitude of irresponsibility for the results of their actions.

4. There have been cases of infringement on the rights of individuals.

WHAT THE UNITED PROFESSION CAN DO

1. The united profession can institute inservice education programs which emphasize human relations training for all professional staff members and which are pointed toward facilitating cooperative teaching procedures and humane interaction with pupils.

2. It can seek to release formal education from the bounds of the school building and to project students into direct involvement in community activities.

3. It can provide opportunities for students to become involved in planning and evaluating learning experiences in keeping with their readiness and maturity.

4. It can free existing structures in the schools to provide more op ortunities for individual choice and responsibility by students.

5. It can provide definitive educational experiences which teach young people to develop viable value systems and standards of personal behavior.

*American Association of School Administrators and Association of Classroom Teachers

Association for Supervision and Curriculum Development Resolution on Academic Freedom and Student Involvement

As continuing ASCD resolutions indicate, freedom to teach, to inquire, and to pursue knowledge have often been threatened in our times by reactionary and restrictive forces and such forces continue to threaten academic freedom. But today, in addition, student disorder has in some cases taken the form of disruption of classes; harassment of students, faculty members, and administration; and destructive tactics directed against educational institutions, and thus threatened freedom to teach, to inquire, and to pursue knowledge.

One of the critical and defensible demands of students in the present period of youth restiveness calls for a role in making curriculum decisions. Black and white students challenge the relevance of course content and methods of teaching. Students are demanding black studies programs. Students demand voice and vote in curriculum decisions.

We recommend that:

1. Educational institutions take the initiative in institutional improvement, student involvement, and maintenance of order. As institutions take such a lead, we recommend that educators make clear (a) that they regard academic freedom and the processes of reason and inquiry as paramount in education, (b) that they accept responsibility for contributing to institutional improvement, (c) that they believe students should participate in curriculum planning, (d) that they cannot sanction surrender to the rules of force and lawlessness, and (e) that they accept judicial procedures, police power, or temporary closing of institutions only as a last resort when necessary for the maintenance of freedom to teach and learn.

2. Educators support the principle of students having roles in both shaping and voting upon curricular decisions which affect their education, while recognizing that application of the principle is a complex matter which may differ from situation to situation and which involves establishing relationships between participation and responsibility.

AASA Resolution on Students

Students in many colleges and universities have recently used various forms of protest, from nonviolent demonstrations to forceful occupation of buildings, to express opposition to educational or political parties. Secondary school students increasingly are making comparable demands. We strongly urge all administrators to establish effective channels of discourse with students and means by which they can actively and meaningfully share in the formulation of educational policies. We abhor and reject physical or emotional violence as a tactic, and remind all parties that there are constructive and destructive forms of both protest and response and every action establishes a precedent and enunciates a principle.

NEA Resolution on Student Involvement

The National Education Association believes that genuine student involvement requires responsible student action which is possible if students are guaranteed certain basic rights, among which are the following: the right to free inquiry and expression; the right to due process; the right to freedom of association; the right to freedom of peaceful assembly and petition; the right to participate in the governance of the school, college, and university; the right to freedom from discrimination; and the right to equal educational opportunity.

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